EWRT 200.08
Preparatory
Writing and Reading
5 Units

Instructor: Amy Leonard
Office: WRC
Office Hours:
Monday 12:20-1:20pm in the WRC
Wednesday 11:30-12:20
Thursday 11:30-12:20
By Appointment
E-mail: Leonardamy@fhda.edu
Website: TBA
WRC Hours:
M: 9:00 am - 4:00 pm,
T: 9:00 am - 4:00 pm,
W: 10:00 am - 7:00 pm
Th: 9:00 am - 4:00 pm,
F: 9:00 am- 12:30 pm

Required Texts/Materials:
1. Grassroots with Readings by Susan Fawcett
2. The Hunger Games by Suzanne Collins
3. EWRT 200 Course Packet by Amy Leonard
4. A dictionary
5. A course binder or large folder for keeping papers, assignments, notes, and handouts, as well as outlines and all drafts of essays
6. A folder for turning in Paragraph and Essay Assignments
7. A Folder for turning in your HW Weekly
8. A journal (spiral notebook or any type of journal you like)
9. A Jump Drive for saving your assignments
10. A Stapler to staple all essays

About This Course:
EWRT 200 is a 5-unit course with an emphasis on expository writing, fictional and non-fictional reading, and critical thinking. In this course, you will learn how to write grammatically correct and effectively structured sentences, organized and united into coherent and developed paragraphs. Concurrent enrollment in the FREE SSC CAS Program is required.

Course Goals:
1. Prepare you for writing and engaging with college level material.
2. Create logically organized and focused information within paragraphs.
3. Use specific and concrete details as supportive evidence in paragraphs.
4. Demonstrate basic control of the conventions of English grammar, syntax, and usage.
5. Approach writing as a cyclical and continuous process by recognizing the relationship between writing and revision.
6. Demonstrate the ability to edit written work – both your own and others’.
7. Find your writing voice.
8. To explore a range of sources to help you get ideas for writing.
9. To practice learning in a group situation.
10. Have Fun! 😊

Grades and Evaluation:

- EWRT 200 is a pass/no pass class.
- Your essays will be evaluated using a scale of A-F. A-C is a passing grade, but a D or F is a Not Passing Grade.
- Any paragraph or essay that does not receive a passing score must be revised within a week or it will become a zero!

Grading Policy
Grades will be awarded on an Pass/No Pass Scale. Your grade will be calculated using the following weighted system:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Weight</th>
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<tbody>
<tr>
<td>A</td>
<td>100-90</td>
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<td>B</td>
<td>80-89</td>
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<tr>
<td>C</td>
<td>70-79</td>
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<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
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</tbody>
</table>
Assignments:

- Paragraph #1 Interview (50 Points)
- Paragraph #2 (Describing Your Community) (50 points)
- Midterm & Essay #1 (150 pts)
- Essay #2 Taking a Stand on De Anza (100 Points)
- Essay #3 Hunger Games Essay (100 points)
- Final Reflection Essay #4 (100 Points)
- Hunger Games Debate (50 points)
- Participation: (100 points)
- Quizzes (100 points)
- HOMEWORK Journal/Folder: (100 points)
- Final Portfolio (100 points)

*************************************************************************

- Must have 375 out of 500 points on all combined paragraphs and essays to submit the portfolio
- Must have 225 out of 300 points on participation and journal to submit portfolio

Grades and Evaluation:

- EWRT 200 is a pass/no pass class.
- Your essays will be evaluated using a scale of A-F. A-C is a passing grade, but a D or F is a Not Passing Grade
- **Any paragraph or essay that does not receive a passing score must be revised within a week or it will become a zero!**

EWRT 200 Final Portfolio:

The final for this class will be a portfolio of your writing that will include one in-class essay, one analytical essay, and one essay reflecting on your growth as a writer throughout the quarter. Your portfolio will be evaluated by a committee of English instructors who will determine if your writing demonstrates your readiness for EWRT 211. If two members of the portfolio evaluation committee determine your writing is ready for EWRT 211, you will receive a PASS for EWRT 200. If two members determine your writing is not ready for EWRT 200, you will receive a NO PASS for EWRT 200.

200 CAS Supplemental Instruction Assignment:

EWRT/READ 200 requires all students to complete 4 hours of supplemental in ATC 309 that will support their learning throughout the quarter. Your first assignment in will help your teacher and you assess what skills/strategies you will work on in supplemental instruction. Completion of this supplemental instruction is a requirement for passing EWRT200. It will worth up to 5% of your grade, so please see your instructor’s individual grading breakdown.

- Supplemental instruction will be an out of class activity at ATC 309 and you will be given the option of completing:
  - (1) A small group module (4-hrs on Verb Tense or 4-hrs on Vocabulary)
  - (2) **Individual tutoring/drop-in tutoring**
  - (3) Workshops
  - (4) A combo of the above options

Assignment Guidelines:

1. All essay drafts must be typed, size 12 font, double-spaced, stapled, and have an interesting title.
2. Hand in all drafts and related materials stapled or clipped behind the final draft.
3. Late assignments will lose 1 full grade for each class it is late.
4. No late homework will be accepted.
5. Missing in-class peer editing/workshop will drop your final grade on that essay by 1 full score e.g. an essay that would have been deemed A will become B.
6. You **cannot** make up quizzes, in-class essays, or in-class work.
7. Take-home and in-class essays must be at least 2.5 pages.
Assignment Format:
All paragraphs, essays, grammar exercises, and journaling should have the following in the top left corner of each page:

<table>
<thead>
<tr>
<th>Your Full Name</th>
<th>Instructor's Name</th>
<th>Last Name 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>De Anza College</td>
<td>LART 200</td>
<td></td>
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<tr>
<td>Date</td>
<td>Assignment</td>
<td></td>
</tr>
</tbody>
</table>

Journal:

For Amy’s Class: You will use your journal to for writing activities and to complete your homework assignments and grammar activities from Grassroots.

Homework:

For Amy’s Class: Homework assignments will be collected every other week in a two-pocket folder. Your homework folder will be graded holistically on: timeliness, completion, and focus. Please see your course packet for more information.

Homework is due at the beginning of class. Amy will check homework at the beginning of each class. Homework that is not complete will receive no or partial credit.

PARAGRAPH and ESSAYS:

- All out-of-class essays must be typed and double-spaced. Late essays will be marked down one grade each class session its late.
- We will not accept a LATE paper once the next assignment has been turned in.
- If you are asked to rewrite a paper because you did not follow the assignment or because it had too many sentence-level errors, you need to: a) meet with me to discuss the paper and b) turn in the rewrite before the next assignment is due.
- REWRITES must include the original draft and grade sheet. And the changes need to be underlined or highlighted
- All essays must be submitted in order to earn a passing grade in the course.
- You will usually receive graded essays one week after you submit them.

ATTENDANCE:

Attendance is required every day because all class time counts. Writing, reading, and critical thinking are skills that are improved through constant practice. Students who attend class regularly are more likely to succeed, so come on time, stay for the whole class, and be active in class.

- If you are absent, you are responsible finding out any announcements or assignment changes made in class (Contact one of your lifelines for the info—not me).
- Late essays will be penalized one full letter grade for each day it is late.
- Quizzes may not be made up no matter. No excuses!
- No late homework will be accepted
- If you need to make-up the midterm, you must let us know within 24 hours or you will not be able to make-up the exam. The final exam cannot be made-up or scheduled at another time.
- Essays, homework, or journal entries will NOT be accepted via e-mail.
- If you exceed more than one week’s worth of absences, we will talk with you about dropping the course.
- If something tragic occurs, please let us know how we can help you make it through the course. We are willing to work with you if you are dedicated.
- If you claim death or illness prevents you from turning in an essay, you will have to present documentation or doctors note.
- If you stop coming to class, you are responsible for dropping yourself or you will receive a NC.
- You must take the final in order to pass the class!

CORRESPONDENCE

Email is the best way to reach Amy outside of class and office hour times. Amy will respond to email messages sent M-Th within 24 hours. Messages sent Friday, Saturday, or Sunday will be retrieved on the following Monday. PLEASE PLAN ACCORDINGLY! Please send class related email messages “EWRT 200 Question” so that your email does not get buried among my general work correspondence. In your messages, please include your first and last name and the name of the class in which you are enrolled.
POLITENESS POLICY

Politeness is more than a request -- it is a requirement for this class. If you plan to succeed in this class

1. Out of courtesy for your classmates, please mute the sound on your cell phone.
2. Please do not take calls in class or text message in-class!
   - Anyone caught doing this will be asked to leave the class for the day and receive an unexcused absence.
3. Your cell phone must be in your bag during all of class
4. Remember to be courteous to everyone in the class, even when you disagree.
5. Please do not carry on conversations while I am talking, during a presentation, or when a classmate is talking. This is rude and I will ask you to leave if the behavior continues.

WARNING: Disruptive students will be asked to leave the class and will lose their participation points for that day!

PARTICIPATION

One of the things I love most about teaching is that it gives us the opportunity to talk about issues of the human condition. We look different from one another, come from different cultural and personal experiences, and have different talents, goals, and opinions. Boldly sharing these differences will make discussions and our class great fun, so I look forward to hearing all of your voices whenever you are comfortable.

I am not the only teacher in the classroom; I am also learning from you. My goal for you is to actively engage in the texts we read and the subjects we write about, rather than asking you to passively regurgitate my ideas. When you do your homework, try to generate questions and ideas before class meets because if your participation is active and constant throughout the quarter, I will increase your grade by 1/2 letter grade.

Plagiarism:

Don’t even think about it! All work you turn in must be the product of your own brain! I want to hear your ideas and your voice because the only way to become a better writer is to write. Plagiarism prevents you from becoming a great writer and ruins your reputation as a student. If you intentionally plagiarize any assignment, you will receive a failing grade on the assignment and may receive a failing grade in the class, as well as may face possible expulsion from this college. If you are uncertain about the rules for using a source or MLA citations, come see me before you turn in the assignment.

THE SYLLABUS and/or SCHEDULE DISCLAIMER

- Changes to the syllabus and/or schedule may occur as an instructor deems necessary.
- Please note that it is the student’s responsibility to stay informed of these changes.
- I will note syllabus changes in an e-mail and in class
- You might also consider selecting a study partner or creating a study group whom you can contact if you have questions about changes to the syllabus/schedule.

Note:

If you have any special circumstances that you feel may influence your performance in this class (a diagnosed learning disability, physical disability, or anything at all that might interfere with your learning), please come chat with me so that we can create a learning environment that works for you.

We look forward to working with and learning from all of you.

Amy 😊
LART 200 Resources and Information:

De Anza Campus:

"Need help? The Student Success Center offers free tutoring for most De Anza classes. See [http://www.deanza.edu/studentsuccess](http://www.deanza.edu/studentsuccess) for details.

- Writing and Reading Center: ATC 309 408-864-5840 (WHERE YOU WILL GO FOR TUTORING)
- Skills Center: ATC 302 408-864-8253
- General Subject Tutoring: ATC 305 408-864-8682
- Math, Science and Technology Resource Center: S-43 408-864-8683

Computer Access: Open Media Lab in LCW, or ATC 102, or ATC 309 (FREE PRINTING)

On-line Tutoring Websites:
- [http://faculty.deanza.edu/writingcenter](http://faculty.deanza.edu/writingcenter)
- [http://owl.english.purdue.edu](http://owl.english.purdue.edu)

ESL Websites:
- [http://www.eslcafe.com](http://www.eslcafe.com)
- [http://www.englishclub.net/grammar](http://www.englishclub.net/grammar)

Financial Aide:
De Anza College’s Financial Aide Office, on the bottom floor of the Hinson Center (near Campus Police) gives out many scholarships, textbook grants of up to $100, and has information on renting a laptop for the quarter. Contact Cindy Catillo at 408-864-8403 or castillocindy@fhda.edu, or check out the website: [http://www.deanza.fhda.edu/financialaid/scholist.htm](http://www.deanza.fhda.edu/financialaid/scholist.htm)

Academic Planning or Personal Counseling:
Contact counselor, Vicky Moreno, at 408-864-8659 to make an appointment or send her an e-mail at morenovicky@fhda.edu.

Health Services:
Health Services, downstairs in the Hinson Center next to Security, gives out lots of free medications and advice.

Important Dates: Winter Quarter 2012 Academic Calendar

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>DATE</th>
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<tbody>
<tr>
<td>First day of Winter Quarter</td>
<td>Monday, Jan. 9</td>
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<tr>
<td>Last day to add quarter-length classes (<em>Add date is enforced</em>)</td>
<td>Saturday, Jan. 21</td>
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<tr>
<td>Last day to add Skills self-paced classes</td>
<td>TBD</td>
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<tr>
<td>Last day to drop for a refund for out-of-state or foreign students (quarter length classes)</td>
<td>Saturday, Jan. 14</td>
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<tr>
<td>Last day to drop for a refund or credit for resident students (quarter length classes)</td>
<td>Saturday, Jan. 21</td>
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<tr>
<td>Last day to drop a class with no record of grade (<em>Drop date is enforced</em>)</td>
<td>Saturday, Jan. 28</td>
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<td>Last day to request Pass/No Pass grade</td>
<td>Friday, Feb. 3</td>
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<tr>
<td>Last day to drop with a &quot;W&quot; (<em>Withdraw date is enforced</em>)</td>
<td>Friday, March 2</td>
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<td>Observance of Martin Luther King's Birthday</td>
<td>Monday, Jan. 16</td>
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<tr>
<td>Observance of Abraham Lincoln's Birthday</td>
<td>Friday, Feb. 17</td>
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<tr>
<td>President's Weekend</td>
<td>Saturday-Sunday, Feb. 19-20</td>
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<tr>
<td>Observance of George Washington's Birthday</td>
<td>Monday, Feb. 20</td>
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<tr>
<td>Last day of Winter Quarter</td>
<td>Friday, March 30</td>
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<td>Due Dates</td>
<td>Homework Assignments (DUE AT THE START OF CLASS)</td>
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<td><strong>Week 1</strong></td>
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<tr>
<td>Tue. Jan. 10</td>
<td>• Buy Materials!</td>
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<td>Thurs. Jan. 12</td>
<td>• Study for Syllabus Quiz</td>
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<td>• READ: “Learning to Listen” on pgs. 7-10 in your course reader</td>
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<td></td>
<td>• READ: Chap. 1 in Grassroots (no practice exercises required)</td>
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<td></td>
<td>• JOURNAL: Do a brainstorm your greatest achievements</td>
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<td>• JOURNAL: Look-up the word Achievement and write definition in</td>
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<td>your journal</td>
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<td>• EXTRA CREDIT: Post a Picture of Your the Classmate You</td>
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<td></td>
<td>Interviewed to Class Facebook Page</td>
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<td><strong>Week 2</strong></td>
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<tr>
<td>Tues. Jan. 17</td>
<td>• WRITE: Rough Draft of Paragraph #1</td>
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<td>• READ: Chapters 2 in Grassroots (The Practice Exercises are not</td>
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<td>required for these chap.)</td>
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<td>• READ: Arranging Ideas for a Paragraph Using PIE in (CR)</td>
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<td>• READ: Chap. 3 in Grassroots</td>
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<td>• JOURNAL: Do practices 1, 12 &amp; 15</td>
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<td>• EXTRA CREDIT: Post a Picture of Your the Classmate You</td>
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<td>Interviewed to Class Facebook Page</td>
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<td>Thurs. Jan. 19</td>
<td>• COMPLETE: Tutoring form for Paragraph #1 (this should be done</td>
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<td>before you write your final draft)</td>
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<td>• WRITE: Final Draft of Paragraph #1</td>
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<td></td>
<td>o Italicize Point</td>
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<td></td>
<td>o Make sure you completed the checklist for Paragraph #1</td>
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<td></td>
<td>o Proofread carefully</td>
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<td>• READ and ANNOTATE: Chapters 4 in Grassroots</td>
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<td>• JOURNAL: do the practice exercises 1, 4, 6, &amp; 8</td>
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<td>• E-MAIL: One question to Amy about the Paragraph Assignment</td>
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<td>• Turn in English HW Folder #1</td>
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<td><strong>Week 3</strong></td>
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<td>Tue. Jan. 24</td>
<td>• READ and ANNOTATE: Chap. 6 in Grassroots</td>
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<td>• Complete: Exercises #2, 4, 5, 6, 8, 10 in Chap. 6</td>
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<td>• WRITE: : Rough Draft of Paragraph #2 (200-250 words)</td>
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<td>• Journal: Look-up the term Simile and Metaphor and write the</td>
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<td>definitions in your journal</td>
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<td>• READ and ANNOTATE: “Understanding Instructor Comments on</td>
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<td>Essays” pgs. 49-50 in your course reader</td>
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<td>• EXTRA CREDIT: Post a Picture of Your Community to Class</td>
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<td>Facebook Page</td>
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<td>Thurs. Jan. 26</td>
<td>• Complete Tutoring form for Paragraph #2 (this should be done</td>
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<td>before you write your final draft)</td>
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<td>• Write: Final Draft of Paragraph #2</td>
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<td>o Italicize Point</td>
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<td></td>
<td>o Make sure you completed the checklist for Paragraph #1</td>
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<td></td>
<td>o Proofread carefully</td>
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<td></td>
<td>• READ and ANNOTATE: Chapter 21 in Grassroots</td>
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<td>• Complete all exercises in Chap. 21</td>
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<td>Week 4</td>
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</tbody>
</table>
| Tue. Jan. 31 | **READ and ANNOTATE**: Chapters 1-4 in *Hunger Games*  
**Complete a KWL+ on Chapters 1-4 on pg. 139 of your course reader**  
**Complete KWL+ on MOVIE QUESTION**  
**EXTRA CREDIT**: Post a question or comment about *Hunger Games* to the class *Facebook Page* | **Quiz on Adj & Adv Verbs**  
**Quiz on Hunger Games**  
**Watch Movie**  
**Handout Essay #1 Topics**  
**Handout Movie Notes**  
**Handout Movie Journal Question** | **READ and ANNOTATE**: Chap. 13 in Grassroots  
**READ and ANNOTATE**: Chap. 14 in Grassroots  
**READ and ANNOTATE** Chap. 5-8 in *Hunger Games*  
**Complete KWL+ on Chap. 5-8**  
**WRITE**: Outline for Essay #1  
**WRITE**: Introduction for Essay #1  
  ○ **Bold Thesis**  
**EXTRA CREDIT**: Post a question or comment about *Hunger Games* to the class *Facebook Page* | **Sentence Combining**  
**Quiz**  
**Peer review** | **READ and ANNOTATE**: *Hunger Games* Chap. 9-12  
**Complete: KWL+ for *Hunger Games* Chap. 9-12**  
**READ and ANNOTATE**: “No Smoking Signs Go Unnoticed” on pg. 22 of your course reader  
**Read and complete exercises in *Grassroots* chapter 15**  
**EXTRA CREDIT**: Post a question or comment about *Hunger Games* to the class *Facebook Page* | **Brainstorm & Freewrite on De Anza’s problems**  
**Quiz on Hunger Games**  
**Write Outline for Essay #2**  
**Peer Review**  
**Introduce Inferences** |
| Thurs. Feb. 2 | **Complete: Handout on Movie Notes**  
**Journal: ½ response to Movie Question**  
**READ and ANNOTATE**: Chap. 5 in *Grassroots*  
**Journal: Do Exercise #1 & 2**  
**WRITE**: Rough Draft of Essay #3  
**Turn in English HW Folder**  
**READ and ANNOTATE**: Chap. 7 do exercises 1, 2, 3, 5, 6, 7, |  | **Midterm & In-Class Essay**  
**Turn In HW Folder** | **READ and ANNOTATE**: “De Anza Needs Good Structuring for Bad Driving” on pg. 21 of your course reader  
**WRITE**: Thesis Statement for Essay #2  
**READ and ANNOTATE**: Chap. 8 in *Grassroots*  
**Complete: Exercises 1, 2, 4, 5, 6, 10, 17, 20, & 24 in *Grassroots***  
**Turn in English HW Folder**  
**READ: Chap. 13-16 in *Hunger Games***  
**COMPLETE: Double Entry Journal for *Hunger Games* Chap. 13-16**  
**EXTRA CREDIT**: Post a question or comment about *Hunger Games* to the class *Facebook Page* |  |
| Tues. Feb. 7 | **READ and ANNOTATE**: Handout on Movie Notes  
**Complete: Handout on Movie Notes**  
**Journal: ½ response to Movie Question**  
**READ and ANNOTATE**: Chap. 5 in *Grassroots*  
**Journal: Do Exercise #1 & 2**  
**WRITE**: Rough Draft of Essay #3  
**Turn in English HW Folder**  
**READ and ANNOTATE**: Chap. 7 do exercises 1, 2, 3, 5, 6, 7, |  |  | **WRITE**: Introduction for Essay #2 (250 words)  
**READ and ANNOTATE**: *Grassroots* Chap. 9  
**COMPLETE**: Exercises # 1, 5, 6, 8, 9 in *Grassroots*  
**READ**: Chap. 13-16 in *Hunger Games*  
**COMPLETE**: Double Entry Journal for *Hunger Games* Chap. 13-16  
**EXTRA CREDIT**: Post a question or comment about *Hunger Games* to the class *Facebook Page* |  |
### Thurs. Feb. 23
- WRITE: 3 Body Paragraphs for Essay #2
  o *Italicize the Points in each Paragraph*
- READ: Chapter 28 of *Grassroots*
- COMPLETE: Practice Exercises 1, 3, 4, 5, 6, 7,

### Week 8
**Tue. Feb. 28**
- READ: *Grassroots* Chap. 28
- COMPLETE: Practice Exercises 1, 3, 4, 5, 6, 7

**Thurs. March 1**
- WRITE: Final Draft of Essay #2
  o *Italicize Points*
  o *Bold Thesis*
  o *Make sure you completed the checklist*
- READ: Chap. 20 in *Grassroots*
- COMPLETE: Exercises 1-3 in Chap. 22 of *Grassroots*
- Turn in English HW Folder

### Week 9
**Tue. March 6**
- COMPLETE: Double-Entry Journal #3
- READ: Finish *Hunger Games* Chap. 21-27
- Work on Debate Outline
- See the Debate Grading Rubric on pg. 151
- E-Mail: Debate Outline for your team by 11:59pm PST
- EXTRA CREDIT: Post a question or comment about *Hunger Games* to the class Facebook Page

**Thurs. March 8**
- WRITE: Introduction
  o *Italicize Attention Grabber*
  o *Bold Thesis*

### Week 10
**Tues. March 13**
- WRITE: Rough Draft of Essay #2
  o *Italicize Points*
  o *Bold Thesis*
  o *Make sure all body paragraphs follow PIE*
  o *Make sure you completed the checklist*
- READ and ANNOTATE: Chap. 27 *Commas*
- COMPLETE: exercises: 1 – 15 in Chap. 27

**Thurs. March 15**
- Complete: Tutoring form for Essay #2 (This should be done before you write the final draft)
  - Write: Final Draft of Essay #2
    o *Italicize Points*
    o *Bold Thesis*
    o *Make sure all body paragraphs follow PIE*
    o *Make sure you completed the checklist*

### Week 11
**Tues. March 20**
- WRITE: Rough Draft of Reflective Essay #3
  o *Italicize Points*
**Week 12**

| Thurs, March 22 | WRITE: final draft of Reflective Essay #3  
|                | - Italicize Points  
|                | - Bold Thesis  
|                | - Make sure all body paragraphs follow PIE  
|                | - Make sure you completed the checklist  
|                | PUT the portfolio together  
|                | - One in-class essay (the midterm essay)  
|                | - One out of class essay  
|                | - CAS Sheet  
|                | - Reflective Essay  
|                | Complete Tutoring Form for Essay #3  
|                | WRITE: final draft of Reflective Essay #3  
|                | - Italicize Points  
|                | - Bold Thesis  
|                | - Make sure all body paragraphs follow PIE  
|                | - Make sure you completed the checklist  
|                | PUT the portfolio together  
|                | - One in-class essay (the midterm essay)  
|                | - One out of class essay  
|                | - CAS Sheet  
|                | - Reflective Essay  
|                | • Class Celebration  
|                | • Potluck  
|                | • Portfolio Survey  
|                | • CAS Survey  
|                | • Class awards  
| Tues, March 26 | CONGRATS ON BEING DONE!!! 😊  
|                | OPTIONAL: Pick-up Portfolios  
|                |